

## Snook, Daphne

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**From:** Snook, Daphne  
**Sent:** Friday, May 03, 2013 4:29 PM  
**To:** Aucker, Corey; Balliet, Casey; Bogar, Mary; Hassinger, Tammy; Hawk, Stacey; Snyder, Wendy; Sprengel, Kurt; Stenger, Tanna  
**Cc:** 'Abram, Beverly'; 'Aucker, Dane'; Harrison, David; Wetzel, Gregg  
**Subject:** Yesterday's Grade-Level Meetings

Dear Fifth Grade Teachers,

Thank you for your time yesterday in grade-level team meetings, and more importantly thank you for your honest reflection and feedback. We had the perfect opportunity to talk about our vision for fifth grade students at Midd-West. I hope you felt the time was valuable, and that we spent the time in a collaborative environment with real discussion about our direction.

I am excited that fifth grade is "all in". The Units of Study for Reading and mentor texts came in today (of course). Dane has been delivering books for ME, and will see that WSE's resources make the trip west very soon.

To confirm, you are on the calendar for your 5<sup>th</sup> grade summer grade-level team meeting on Monday, June 3, 2012. I look forward to learning together and working through our bumps in the road together on our way to making the elementary literacy program at Midd-West the absolute best!

Have a fabulous weekend!

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# 5TH GRADE DISCUSSION ABOUT WRITING WORKSHOP

What's Working	What's Not Working?	What Do We Do About It?
<p>Literary Essay - Perfect spot before PSSAs</p> <p>Poetry nice during PSSAs because of timing</p> <p>Kids love the poetry unit</p> <p>We are creating independent learners, it is not just about writing.</p> <p>Teachers are thinking differently about teaching.</p> <p>Students are using WW vocab in other areas of the curriculum to think deeply about content.</p> <p>Lesson plan structure...connection, summary</p> <p>Opportunities to do peer visits. Let's do more.</p> <p>Staff developers helped with the practical implementation</p> <p>Consistency within the schedule has made a big difference. We make sure to do WW every day.</p> <p>Made teachers better writers through prep</p> <p>Content of teaching points were helpful (i.e. personal narrative, inner voice, etc.)</p> <p>Students have a more positive attitude about writing.</p> <p>"Okay, Mrs. S., where is the rest of my paper."</p> <p>Students want more paper for PSSAs.</p> <p>Learning support writers have an "I can" attitude.</p> <p>Fluency has improved. LSS - Amazing what they can do.</p> <p>Students have more pride in their work</p> <p>Teachers less stressed with repeat years</p> <p>Classroom libraries are growing with new mentor texts</p>	<p>Conventions &amp; grammar - how to fit it in?</p> <p>Instructional assistants are VERY helpful</p> <p>Timeline with covering all the units... Sequence good, but too many units.</p> <p>Difficult to make charts during the lesson.</p> <p>We need to tweak the rubrics. More conventions needed.</p> <p>Time for presentation of mentor texts.</p> <p>Do we need to do more reflective writing on how to read and interpret poetry?</p> <p>ML time limit.</p>	<p>If we go with RW curriculum, will that address grammar and spelling?</p> <p>Can we talk with them about their support in WW?</p> <p>Maybe restructure the UoS...scale back on number of lessons?</p> <p>Think about how to revise the continuum.</p> <p>We think about how we structure content across the year so it all works together.</p> <p>Possibly through RW.</p> <p>More peer visitations in all subjects.</p> <p>More time in grade-level meetings that are structure according to our needs.</p> <p>Build grade-level meetings into the schedule.</p>